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ABSTRACT

Career education was officially established in Arizona during the 1971 legislative sessions. Three goals of career education, as stated by the state advisory council, are to help students: (1) learn to live, (2) learn to learn, and (3) learn to make a living. The program is available for students at all levels of education, from kindergarten through the university, and includes awareness of the world of work, broad orientation to occupations, indepth exploration of selected career clusters, and career preparation for all students. This document briefly describes the career education program in Arizona, particularly the 13 pilot programs funded by a $1.9 million allocation beginning in July of 1971. (GEB)

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career education in arizona

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the 3R's- plus

CAREER EDUCATION

GREAT SEAL OF THE STATE OF ARIZONA
DITAT DEUS
1912

...career education in the beginning...

May 11, 1971

The Honorable Weldon P. Shofstall
Superintendent of Public Instruction
Arizona State Capitol

Dear Dr. Shofstall:

It is the intent of the Legislature that the Career Education Bill, Senate Bill 5, be a thrust towards a new concept in education.

This bill provides the means to instigate and implement a pilot program that enriches and embellishes the current on-going education program with a well-defined pattern of Career Education.

We feel that the following are desired features and should be incorporated into programs that result from this legislative action:

1. The primary use of the funds provided in this bill should be for "new" program development.
2. All programs funded under this legislation should relate to Career Education that has the ultimate goal of entry-level job skill development in recognized occupations for the Arizona job market.
3. . . . Special effort should be directed toward assuring a totally articulated program in Career Education from kindergarten through 12th grade.
4. We feel that special encouragement should be given to the cluster concept in Career Education at the high school level rather than specialization of narrow one-type occupation programs. Career Education programs should provide an awareness of the world of work, plus exploration in activities that relate to job clusters.
5. Multi-district cooperation in the utilization of teachers, equipment, and facilities to offer a wider range of occupational offerings is certainly suggested.
6. Retraining of common and high school teachers and counselors is urged to create an atmosphere where the awareness of a world of work is developed and instituted in all areas of the curriculum.

Sincerely yours,
The Members of the Conference Committee
on Senate Bill 5

/s/ Fred Koory, Jr.
Chairman
/s/ David B. Kret
Member
/s/ Ray Rottas
Member
/s/ Clovis Campbell
Member
/s/ James McNulty
Member

/s/ Gladys Gardner
Member
/s/ Ruth Adams
Member
/s/ Stan Akers
Member
/s/ Jack A. Brown
Member
/s/ Edward G. Guerrero
Member

a word of introduction

Career Education was officially established in Arizona by Senate Bill 5 (ARS 15-1199) during the 1971 legislative session. The legislators allocated $1.9 million for Career Education during the fiscal year beginning in July of 1971. The Department of Education has funded 13 separate pilot Career Education programs throughout the state with this money. Each of these projects is experimenting with different ways of implementing the Career Education concept into Arizona's public schools. This publication was produced in accordance with the provisions of Public Law 90-576 by the Arizona State Advisory Board for Vocational Education and the Arizona Department of Education, Dr. Weldon P. Shofstall, Superintendent.

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the cover

the 3R's-plus CAREER EDUCATION

Career Education covers the entire spectrum of occupations . . . from ditch digger to dentist . . . from lineman to lab technician . . . from bricklayer to airlines pilot. In the top photo on our cover, a class of 8th graders visited Sky Harbor Airport in Phoenix for a firsthand look at careers in the airline industry. The youngster was delighted when the ship's captain offered to show him some of the finer points inside the jet's cabin. In the other photo, a local bricklayer brought all the tools of his trade right into the classroom and demonstrated the fine art of making a brick wall that doesn't tilt or slant.

a student's view . . .

I think Career Education is a great idea, because we can get an idea of what type of work we could get in the future and how much high school and college we need for the work we want to do. If you get into high school and don't know what you want to do, you may have to settle for something later on you really don't like. I think Career Education has great promise now and in the future, because it's got a great thing going.

—Grant Osborn, 8th Grade
Lassen Jr. High School, Phoenix

Career Education teaches the students what is in store for them when they get out of school. It helps students learn abilities and aptitudes, their likes and dislikes. A person is prepared in the knowledge on how to get a job, how to keep it, and how to be able to do one's best on the job. A person can learn what job or occupation fits him or her best. Career Education is a good idea for school. Students should be able to do more things and have more activities in the classroom.

—Mark Benedict, 8th Grade
Lassen Jr. High School, Phoenix

a teacher's view . . .

Career Education is a good vehicle for the average teacher in that it provides motivation to the lesson. Careers or jobs can easily be related to specific lessons in any subject – after all, children ARE interested in learning if they can see the reason or relationship to what they want to do. Most youngsters want to do something exciting and worthwhile as adults, but have little background in which to base their decisions. This is where career knowledge can help. If the boy who wants to be a race car driver KNOWS that he must have certain knowledge to succeed, of course he will be interested in these things when presented by his teacher. Career Education then is self-motivating and a natural for the teachers.

—Mr. Jim Leader, 5th grade teacher
Deer Valley School District, Phoenix

a parent's view . . .

I have a child in kindergarten, and I am in favor of Career Education beginning at this level as I can see a great interest in my child as to the "workers" around us and their function in our society. I know that he would be responsive to a program in his classroom which would increase his understanding of the interaction of people who perform our necessary daily services. In my opinion, the program instills the necessity of cooperation between each of us, whether we are teachers, housewives, or janitors. I have been very impressed with the practical application of Career Education such as the day one of our Tucson schools was without math for the entire day. What better way is there to prove to the children that there is a definite need or place for math? I have a great deal of confidence in the success of the Career Education program.

—Mrs. Joyce Conrad
Tucson School District #1

zeroing in on career education

By F. R. VIHEL
Executive Secretary, State Advisory Council

Arizona has taken the first bold step towards implementing the concept of Career Education. For many, the Career Education concept is difficult to comprehend. The State Advisory Council sees Career Education as the backbone of all education. It is not another name for vocational education, although vocational education is a vital part of the skill development area of career preparation. Career Education is not a synonym for industrial education, general education, academic education, college education or any other educational program. Career Education is the very essence of education itself.

The basic thrust of Career Education is to make the classroom experience a meaningful and significant process of learning about all phases of life. We can no longer permit the classroom to remain a sterile vacuum wherein we figuratively open a child's mind and pour in a day's knowledge. Today's youngsters aren't accepting that process anymore. They keep asking "why do I have to know this" and "why do I have to know that." Valid and justifiable questions, indeed, and our school system must become attuned to the needs of its students and set out to answer those haunting questions.

We certainly don't want to discard the basics – the three r's are more important than ever, but our educational system must relate them to the world in which we live – to the world of work AND to the world of leisure. Career Education will provide students with information about the many career opportunities available, and will clearly demonstrate the relationship between what is taught in the classroom and the world of today. Career Education provides a meaningful forum for learning how to succeed in today's complex world.

That brings us to the goals of Career Education:

1. LEARNING TO LIVE – This means instilling a sense of self-identity, of self-awareness within each student. With the work week getting shorter and shorter, leisure time becomes proportionately more important. Career Education is not just geared to the 40-hour work week, but rather to the 168-hour living week.

2. LEARNING TO LEARN – This means motivating youngsters so that they WANT to learn. This is the place where the basic subjects – the three r's – must be dressed up and taught in a new light so that they can be clearly related to the world of today by the student.

3. LEARNING TO MAKE A LIVING – This means educating the youngster so that he is capable of economically supporting himself and his family.

Career Education must remain a very broad and viable concept for each student. It allows the student to select from a variety of alternatives, and it allows him to have a say in what and when he wants to pursue the options open to him. Career Education identifies with: ALL students . . . ALL subject matter being taught . . . ALL grade levels . . . and ALL jobs in the work world. It is not a rehash of existing programs, but rather a fresh approach to learning that must be vigorously implemented at the elementary level for it to remain effective throughout a person's lifelong education.

Career Education urges and encourages a new sense of cooperation between parents, business, industry, students and school. It provides the avenue to involve youth in the community of life, and the people of the community into the school educational life.

Last year (1971), the Arizona legislature inaugurated the concept of Career Education and launched it with $1.9 million as seed money. Today, we have the opportunity to continue Career Education and accelerate the change toward meaningful education for all of Arizona's students.

State Advisory Council for Vocational Education

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Mr. F. R. Vihel, Executive Secretary

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u.s. commissioner of education

Dr. Sidney P. Marland, Jr. is the U. S. Commissioner of Education. He was appointed by the President and confirmed by the U.S. Senate in 1970. These two pages are selected excerpts from a question/answer essay which first appeared in the November, 1971 issue of American Education.

QUESTION: How will Career Education be structured or organized?

ANSWER: That, it seems to me, must be left to the decision of local school boards, teachers, students, the business community, labor, and others directly involved. The Office of Education is funding experimental models, and members of the staff will continue to participate in the search for effective approaches, but we will certainly not attempt to dictate what the over-all approach should be.

QUESTION: How might Career Education work in a given school?

ANSWER: Responding just for the purposes of illustration, I would say that there would probably be two basic aspects to the approach in a given school district. The first would have to do with the curriculum. During the first six years of his schooling, the youngster would be made familiar with the various clusters of occupations and what is involved in entering them. In grades 7 and 8 he would concentrate on learning more about those particular job clusters that interest him most. In grades 9 and 10 he would select a job cluster to explore in depth, and in grades 11 and 12 he would pursue his selected job area even more intensely.

That is the curriculum aspect of the Career Education concept. Hand in glove with it would go a refocusing of classes in the basic subject areas – math, science, language arts and social studies – in such a way that these classes were presented in terms of the student's career interests. The student would not be learning just for learning's sake, but because the subjects he was studying would bear directly and specifically on his planned career. Let me add a third basic component of the career strategy: teacher education. We see a need for a very large effort in helping teachers at all levels increase their capacities to relate their teaching to the career theme.

QUESTION: Wouldn't so much emphasis on jobs and work tend to lower the intellectual quality of education?

ANSWER: On the contrary, I would expect it to HEIGHTEN the intellectual quality of education, because school work would become more meaningful and stimulating, resulting in higher motivation. The traditional content of a course in history or mathematics simply has no clearly recognizable bearing on the life of at least half the students. Under the Career Education concept, such courses would be couched in terms and objectives that the child could clearly see and feel as being of personal importance to him.

Dr. Sidney P. Marland, Jr.

QUESTION: One gets the impression that Career Education will cost much more than the schools are currently spending – perhaps so much more that most of them could not afford to switch.

ANSWER: I have every expectation that Career Education would result in substantial savings by providing a sound alternative to welfare and unemployment roles and by giving people the capacity to make a larger contribution to our economy. More or less education money is not the real question. The real question is one of total national resources and how they are deployed to meet national needs.

QUESTION: Is there any one particular group that you see as a target for Career Education, or is the proposition more in the order of "something for everybody"?

ANSWER: When I talk about Career Education I am not thinking of rich or poor, or blacks or whites or browns or the smart or the dull or those of differing national origins or regions. I am thinking about human beings who find that the current offerings of our schools are not meeting their needs.

QUESTION: There would seem to be a likely possibility that a system focused on Career Education would funnel a good number of students away from the colleges and universities. Would that really be desirable?

ANSWER: Conceivably there could be some reduction in college and university enrollments, but I suspect not nearly as much as the question implies. Indeed, I think the number of people attending college at a slightly deferred age will increase. There seems little doubt that a good many students in college today have no bona fide purpose for being there. They are there because they see nothing more promising off the campus and because a college degree has unfortunately become a status symbol. Now, I don't want to be misunderstood. I do not oppose college attendance. On the contrary, I have spent most of my life helping people get ready for college. So I am hardly one to disparage the high importance of higher education. But I do oppose a policy that says excellence resides ONLY in a college degree. This sort of thing has led to a false value system among young people, and too often it has pushed them into college when neither they nor the college had any need for each other.

QUESTION: What reaction do you expect the Career Education idea to get from the general public?

ANSWER: It might very well have tough sledding, especially at first. Changes in many conventional public attitudes will have to occur, and that's no easy matter. The letters and comments I have received so far from educators and laymen have been so warmly favorable as to indicate that the Career Education idea may catch on. The educational leaders at state level have already expressed active support. Spokesmen for higher education have encouraged us. But the real test remains. I think most people feel it is high time to make the schools truly relevant and meaningful for every youngster, and that's what Career Education is all about.

state superintendent of public instruction

Dr. Weldon P. Shofstall is the State Superintendent of Public Instruction in Arizona. These are selected excerpts from a speech Dr. Shofstall made to Career Expo in Mesa in November, 1971.

In Arizona, we have defined Career Education as combining the academic world with the world of work. It must be available at all levels of education, from the kindergarten through the university. A complete program of Career Education includes awareness of the world of work, broad orientation to occupations, in-depth exploration of selected career clusters, and career preparation for all students. This calls for the teachers of all basic education subjects to incorporate Career Education as the major activity throughout the entire curriculum.

Career Education is not an add-on. In the public schools, it is a blending of the vocational, the general and college preparatory education. Career Education, if it is to become a reality, demands a modification of the job of school administrator. They need to provide more classroom supplies and materials that allow "hands on" experiences at all educational levels. The community needs to become the classroom and vice versa. The school and the community must become one.

Arizona is the only state in the nation to have a piece of legislation with an appropriation specifically identified as being for Career Education. Our thanks to the legislature for this very creative action. Thirteen projects have been instituted and funded this year. We are expecting solid results from each project. The legislature is demanding measurable and identifiable results from the money appropriated.

We believe we are on the verge of a solution for the number one problem in Arizona, the United States and the world. Public education is at least 50 years behind the times regarding Career Education. We are not preparing our children to live in the kind of world of technology in which they will live. We must honor and respect quality work skillfully and efficiently done, whether by an auto mechanic or a heart specialist. Synonymous with "all education," "Career Education" must become the term. When we say "education," we must mean "Career Education."

editorial support

On November 9, 1971, The Arizona Republic carried as its lead editorial a piece entitled "Turning Point In Education." These are excerpts from that editorial.

If successful, the (Career Education) program will mark a significant turning point in public education, which until now has largely provided youngsters a basic liberal arts curriculum with scant regard for their actual developing career interests.

Under the Career Education concept, students start out with a normal school curriculum to develop basic skills. But as soon as they develop interests in a specific career field, individual curricula are tailored to expose them to career-related subjects. A student's own interests are the motivating force behind development of his entire curriculum through high school.

The type of public education envisioned by the Career Education project offers students a chance to chart their futures at a young age in line with their own proclivities. It does not force them into an arbitrary curriculum they may not like nor have the aptitude for, and it allows them to explore before making a definite career commitment.

Arizona has made a bold move that could significantly widen opportunities for all our children and reduce the growing school dropout rate. And Career Education is a concept that should produce a substantial return for the investment of tax dollars necessary to support it.

an official definition

Career Education combines the academic world with the world of work. It must be available at all levels of education from kindergarten through the university. A complete program of Career Education includes awareness of the world of work, broad exploration of occupations, in-depth exploration of selected clusters, and career preparation for all students. This calls for all basic education subjects to incorporate Career Education as the major activity throughout the curriculum.

the goals

Learning To Live: This means developing a self-awareness of one's capabilities and developing the ability to deal with leisure time and society in general.

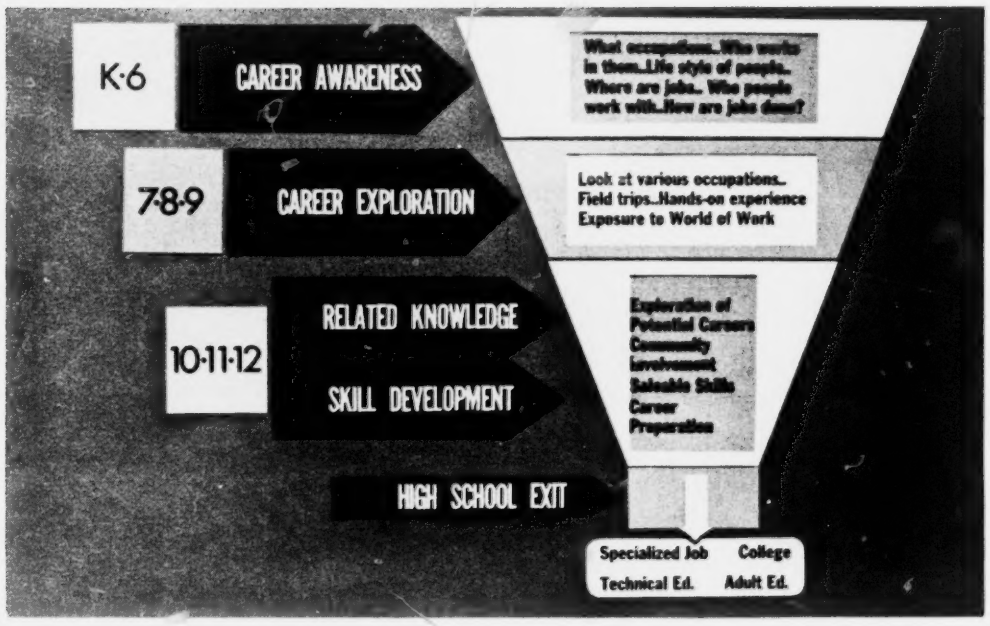
Learning To Learn: This involves motivating students so that they want to learn the basic educational subjects. This can be done by making the subjects meaningful and by relating them to the real world of work.

Learning To Make A Living: This means preparing students so that they have the capability to support themselves economically and to become productive members of the community.

occupational clusters

In the Dictionary of Occupational Titles, more than 23,000 jobs have been identified as currently being active in the United States. The U. S. Office of Education has categorized these jobs into occupational clusters, or groups. By acquainting young students with these broad occupational clusters as early as the kindergarten-6th grade level, Career Education helps students understand more about work and the job families as they relate to each student's self-awareness and the career possibilities available to him. All types of jobs are included in the clusters . . . from basic trade skills to those requiring a doctorate degree.

grade levels


K-6
CAREER AWARENESS
What occupations...Who works in them...Life style of people... Where are jobs... Who people work with...How are jobs done?
7-8-9
CAREER EXPLORATION
Look at various occupations... Field trips...Hands-on experience Exposure to World of Work
10-11-12
RELATED KNOWLEDGE
SKILL DEVELOPMENT
Exploration of Potential Careers Community Involvement Saleable Skills Career Preparation
HIGH SCHOOL EXIT
Specialized Job
College
Technical Ed.
Adult Ed.

Career Education is a plan to have the curriculum from kindergarten through 12th grade organized in a way that would be truly meaningful for every student. The first level, kindergarten through 6th grade, is the awareness stage with a heavy emphasis on career orientation. This can be accomplished by relating curriculum subjects to the world of work and by having parents from various occupational areas come in to talk with the children. In the 7th and 8th grade level, there is a broad exploration of the occupational clusters. This can be accomplished with "hands-on" experiences, guest speakers in the classroom, and selected field trips. The third level, grades 9 and 10, feature in-depth exploration of those specific occupational clusters which interest the individual student. This can be accomplished by more intense involvement with actual application of course work to work concepts, specialized field trips, and continual "hands-on" experiences. The 11th and 12th grade level is devoted to career preparation, which can be accomplished by simulated classroom activities and/or cooperative work programs. Under the Career Education concept, all students will be provided with four alternatives upon graduation from high school: entry into the job market with a reimbursable skill; enrollment in a trade school; enrollment in a junior college for the purpose of obtaining a technical degree; enrollment in a four-year college or university for the purpose of obtaining a professional degree.

dispelling the myths

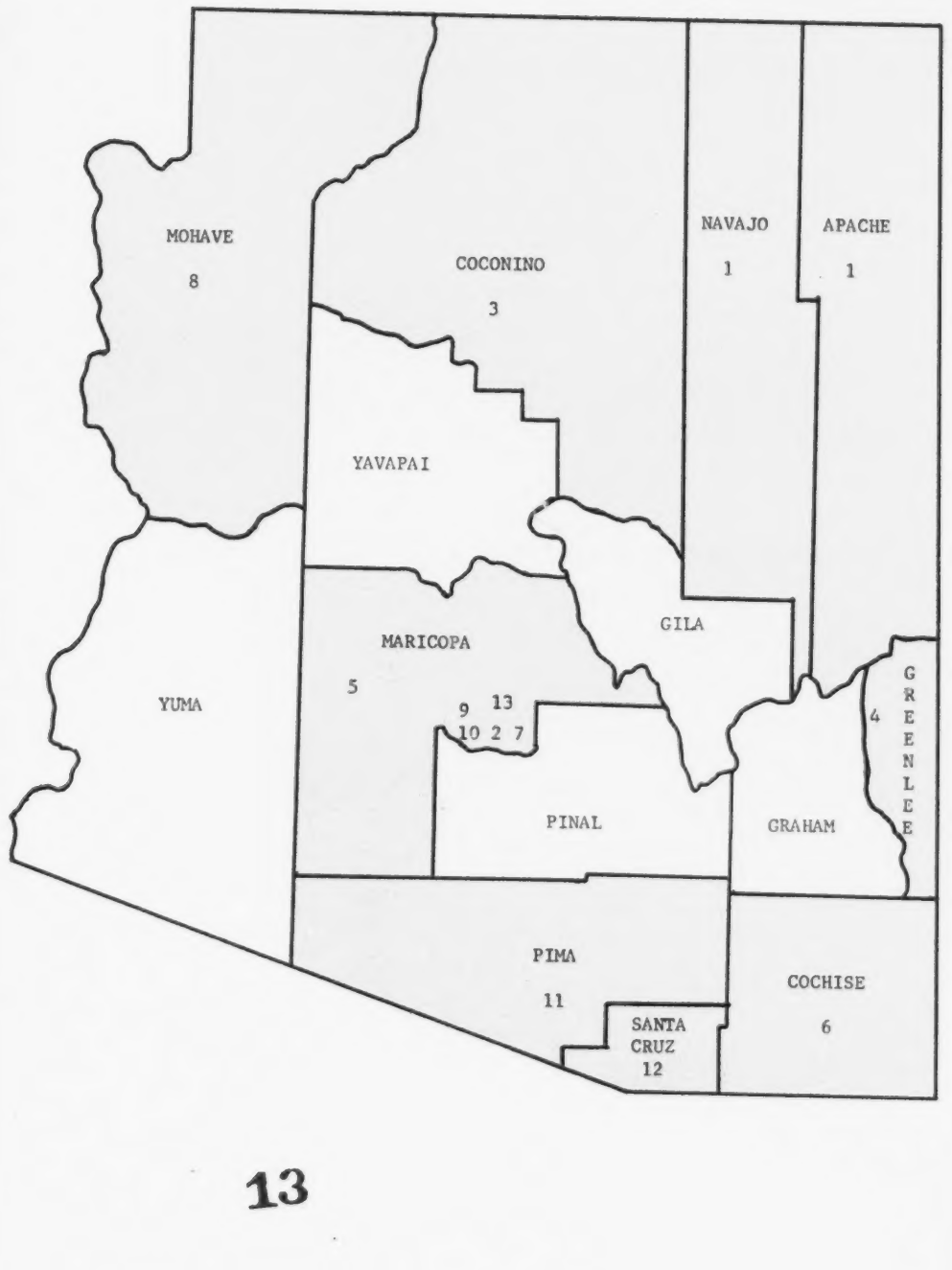
Career Education IS NOT just another name for vocational or technical education. Whereas vocational education is a "program" with very specific aims, Career Education is a "concept" with some very broad, long-range goals. Career Education does not involve specific training for a specific occupation. Instead, it provides an opportunity to explore many occupational alternatives, thus widening the scope of choices. Vocational education is a part of Career Education, and the terms are in no way synonymous. Career Education is for ALL students and encompasses ALL occupational areas of interest.

Career Education IS NOT "anti-college" or "pro trade skills." One of the aims of the Career Education program is to achieve 100 percent placement of the high school graduate – that is, placement in one of four categories: the active job market, apprenticeship program, junior college, or a university. Career Education encourages a university education for all students interested in a career which requires an advanced degree.

Career Education IS NOT just "another course" to be stuffed into the existing curriculum. The concept of Career Education needs to be incorporated into the curriculum – the courses – which already exist. The idea is to relate the basic subject matter to the real world in which we live so that the 3 r's become meaningful and relevant to every student. There is no such thing as a "career education course" or a "career education textbook." The objective is to fuse the Career Education concept into the existing curriculum so that it becomes the major body of activity.

Career Education DOES NOT "lock in" in a student at an early age to any particular career or occupational group. Career Education allows and encourages students at all grade levels to "explore" whatever occupational areas he is interested in. He is not bound by any tentative selections and is free to explore as many occupations as he desires. Career Education allows the individual to see and try alternatives in the decisions of life.

career education projects in arizona - 1971-72



1. Apache-Navajo Counties
2. ASU Bureau of Broadcasting
3. Coconino County
4. Greenlee County
5. WACOP—Western Maricopa County
6. Cochise County
7. Mesa Public Schools
8. Mohave County
9. PUHS District
10. Roosevelt District
11. Pima County
12. Santa Cruz County
13. Scottsdale District

13

Many classes explore a wide range of possible careers by forming a mini-corporation and manufacturing a saleable product. Two students (above, left) put their math to good use by figuring out a tight budget for the corporation to follow. At the planning table (above, right) other students figure out how the product will be made, marketed and sold. Making the product (right) requires plenty of knowhow and the finished product (below) is a call for celebration. These students learned about jobs in at least 4 of the occupational clusters and they received valuable "hands-on" experience in the process.

cochise county

Career Orientation Through Teacher Involvement

The basic aim of the Cochise County Career Education project is to develop a curriculum that will include orientation to the world of work, broad exploration of all occupational clusters, in-depth exploration of selected clusters, and specific career preparation. The new curriculum will complement – not replace – the existing schedule of courses. To accomplish these goals, a group of teachers have been selected from throughout the county to assist the Career Education staff in developing the desired activities. More than 160 such teachers are participating.

The energetic enthusiasm of these selected teachers has resulted in a number of exciting Career Education activities at the various grade levels. In the elementary grades field trips have been conducted to a variety of locations such as radio & TV stations, newspaper offices and computer offices.

At the junior high level, the concept of "hands-on" experience is rapidly taking hold. Several shop teachers have developed career-oriented programs of study in which the student surveys a number of careers in a given area, then researches the tools and equipment used by persons in those careers, and finally decides on a class project based on his research. Business people in several of the communities have volunteered to participate in the "hands-on" and on-the-job phases of the program. In the high schools, the wheels have started rolling towards the formation of "Career Information Centers" in each of the high schools in the county. Also, "cluster groups" have been formed in several schools in which resource persons talk with students interested in a particular occupational area.

In an effort to keep the public informed of Career Education activities happening in Cochise County, a Career Education Newsletter is published twice a month. This publication is sent to all participating teachers, to all administrators, to the officers of area service clubs, and to other persons interested in our project. In addition to the newsletter, the Career Education project staff has appeared on every radio station in the county.

Articles along with appropriate pictures of specific Career Education activities are submitted weekly to local newspapers. Furthermore, three to four talks each week are given to the various service clubs throughout the county. Thus far, response from these organizations has been excellent.

In the area of career media, materials are ordered on a preview basis and passed on to the participating teachers for evaluation and use under actual classroom conditions. This is helping to establish a criteria for future selection of career media. A complete listing of materials is made available to all school principals and participating teachers.

Learning how to use a cash register may come in handy for these two 7th grade students.

The "Want Ads" section of the daily newspaper is a primary source for locating a job, and these youngsters are being taught how to use the classified section effectively.

These young lady students are participating in a panel discussion on careers for women.

Uncle Sam still has a wide variety of career opportunities available, and these Tuba City students are getting first-hand information from a nearby Air Force recruiter.

coconino county

Coconino County Career Education Program

The County Courthouse in Flagstaff is headquarters for the Coconino Career Education program which serves six elementary and high school districts in what is the second largest county in the United States. The program was developed under the auspices of the Coconino County School Administrators Association, and uses the Flagstaff High School District as the Local Education Agency.

Career Education combines the academic world with the world of work and emphasizes three basic goals – learning to live, learning to learn, and learning to make a living. It helps to develop a positive attitude towards work, and it emphasizes the importance of leisure time activities, human relations, technical skills, decision-making experiences and goal-directed decisions.

Career Education requires action-oriented, student-involved activities, and large numbers of "hands-on" experiences. It depends on these important thrusts of the schools: reality oriented education, vertical and horizontal program articulation, parental and community involvement, and continued individual growth and development.

Several ways of implementing Career Education have included a "No Math Day" where teachers spent the day with the clock covered and all other references to math avoided; "Fish Bowl" where a small group of students sit in a circle and discuss a career with the rest of the class observing; "To Tell The Truth" where a simulation of this popular TV game is used to make students more aware of careers; "Parent Meetings" where parents can get together and discuss topics related to Career Education.

The five main thrusts of the Coconino County Career Education program are:

1. Orientation workshops, which have been held for teachers and counselors to thoroughly familiarize them with the Career Education concept.

2. A Northern Arizona University "Career Development" class which is training teachers and developing teaching kits in seven of the fifteen occupational clusters.

3. A "world of work" curriculum which is being implemented in the junior high grades in all school districts during the spring semester.

4. "Program Planning Profiles" which have been developed for each school district. The profiles show the present Career Education activities and projections for the future. They will serve as guides for future implementation of Career Education in our schools.

5. Public relations activities which have included publicity in local news media plus meetings and reports for public officials, school personnel and parents, as well as for the business and professional communities.

Students in the Wickenburg Elementary School decorate a "Careers" bulletin board. This display and many like it expose students to a wide variety of career possibilities.

Orienting educators on what Career Education has to offer is important too, and these elementary school librarians gathered recently at Apollo High School to see what materials on Career Education are available for them to purchase for their respective libraries.

"Hands-On" experience is an important facet of Career Education and these students are receiving invaluable training in mechanical skills right in the classroom as they explore career possibilities in the manufacturing cluster.

wacop

Westside Area Career Occupations Program — WACOP

WACOP (Westside Area Career Occupations Project) serves 20 school districts in western Maricopa County. WACOP has been funded to purchase media, hold seminars, workshops, and implement testing — all with the goal of increasing enrollment in Career Education, implementing the world of work curriculum in grades 7-9, increasing enrollment in cooperative education programs, and working with apprenticeship programs. The public relations function (which was identified as a necessary ingredient by Senate Bill 5) is assumed by project staff members as a part of their consultant function. WACOP is child-oriented in philosophy as well as function. Every sponsored activity has immediately filtered down to students in the schools.

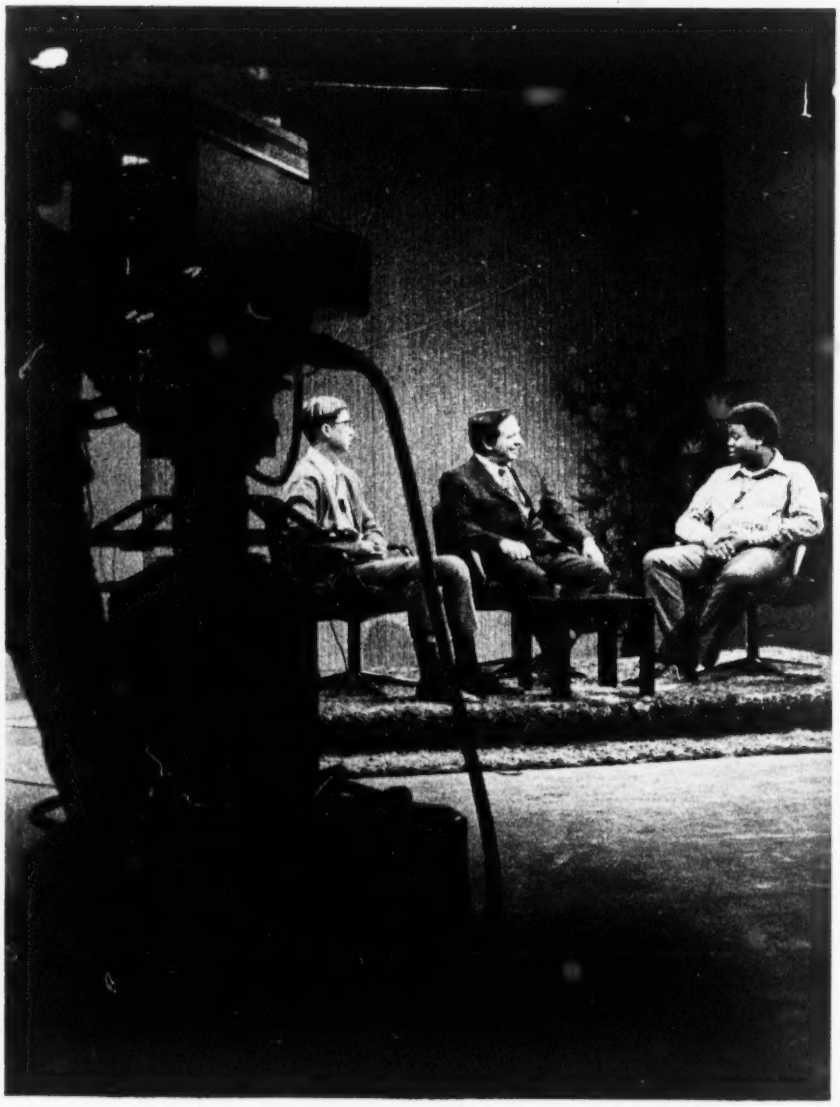
All schools in the project area have been approached and all have volunteered to participate in piloting Career Education projects in one way or another. A workshop for counselors, administrators and WACOP personnel has been held to evaluate the testing materials available. The selected instruments are being used on a limited basis with Moon Valley students.

A materials search is underway, and those items which have been indicated as being especially good have been purchased. A survey of library materials on Career Education that are currently available in the school libraries has been completed, compiled and distributed. This catalog is being used by librarians for the purpose of ordering materials, as well as to assist students in locating information that may be available elsewhere within the district.

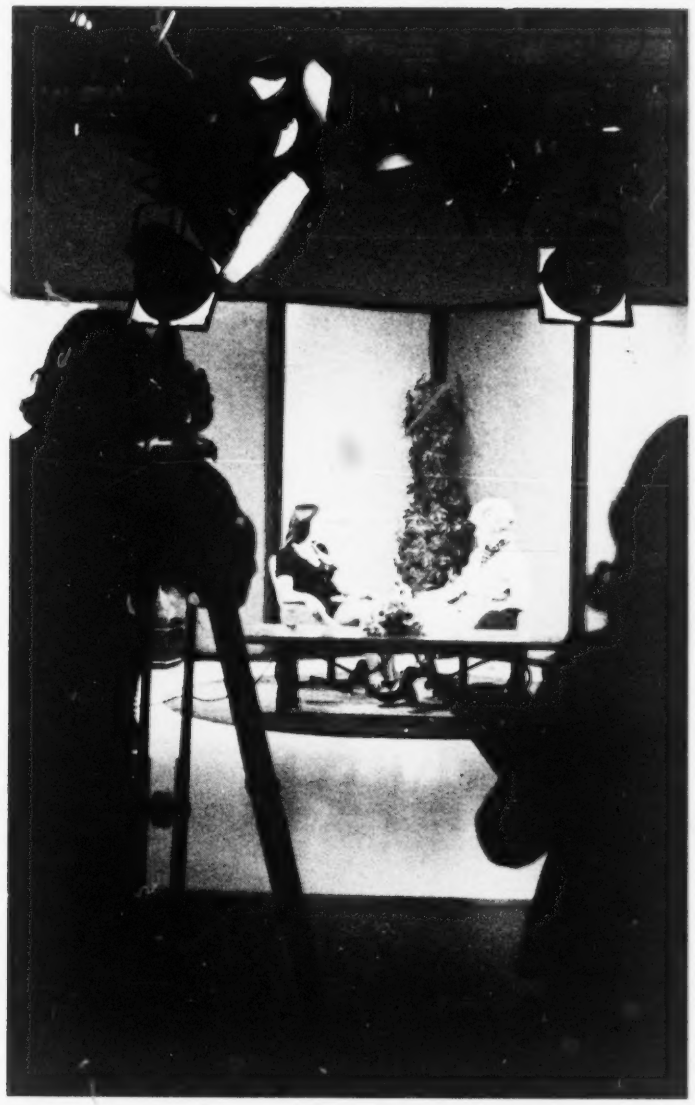
Three 3-hour college credit courses for counselors, administrators, elementary and secondary teachers have been initiated. These classes are acquainting teachers with occupational information to be used in the classrooms, and during the seminars teachers are developing projects and field testing them with their students. These will, of course, be shared with other teachers.

One 16-hour workshop for 60 elementary teachers has been completed. Forty guests from the occupational clusters and the vocational programs in high school and junior college were involved. As part of the public information program, service clubs in the area have been contacted and have been generous with their offers of help — as guest speakers and by arranging field trips for "hands-on" experiences.

Career Days have been held, using costumes for the primary grades and guest speakers for 7th and 8th graders. Approximately 75 speakers have been invited into classes since the beginning of November by WACOP personnel.



Portions of the Career Education television series were filmed in the channel 8 TV studio. Here, two Mesa students discuss their involvement with Career Education with series host Dr. Les Satterthwaite.



Television personality Diane Callas (center, right) discusses career opportunities in the communications cluster with Mesa high school journalism student Charlene Miller in front of KAET-TV's motion picture cameras.

One of the Career Education television shows featured a capsule synopsis of each of the 13 projects. One segment of the show was filmed at Tonto Elementary School in Scottsdale where a class of 7th graders learned about the working life of a route salesman.

bureau of broadcasting at asu

Television Experimental Program

Out of the 13 Career Education projects funded as a result of Senate Bill 5, the one at Arizona State University is probably the most unusual and unique. It involves a contract with the Bureau of Broadcasting at ASU to produce a series of ten television programs about Career Education in Arizona.

The first show of the series was aired on February 8th, 1972 on KAET-TV, channel 8. The series was scheduled to run on successive Tuesday nights and to conclude sometime in June with the final show. These documentary-style programs were primarily designed as an informational tool with the primary purpose of informing the public about the Career Education program in Arizona.

In addition to serving as an orientation device for the viewing public, the TV project is of an experimental nature with the aim of determining just how effective television can be in communicating the Career Education concept to the educational community at large, consisting of teachers, administrators, students, as well as parents.

The series is titled "Career Education: The Three R's PLUS . . ." Three of the programs are 60 minutes in length, with the other seven being 30 minutes. The entire series was produced in color on two-inch video tape. As this brochure was being prepared, the Department of Education was studying the feasibility of converting the video tape to 16mm color movie film. The Department was also arranging to have the entire series dubbed onto one-half inch video tape for continued use at the school level. The one-half inch video tape dubs are available for borrow by any interested parties. Arrangements have also been made for KUAT-TV, the educational station at the University of Arizona in Tucson, to telecast the entire series beginning in April.

At press time, the first six programs in the Career Education series were completed and titled (in chronological order) "What Is Career Education?", "The Mesa Model," "Careers and Teacher Education," "The Roosevelt School District," "13 Is A Lucky Number" (which was to feature a brief look at all of the state's 13 Career Education projects), and "Charlie Wants To Write" (which was a look at occupations available in the field of journalism through the eyes of a Mesa high school student). The final four programs were scheduled to explore forestry and environmental occupations, tourism, and cooperative education in the state, with the final show to be a wrap-up of the entire Career Education picture in Arizona and a forecast of its immediate future in our state.

In preparing a class display on the effects of advertising, these students are learning about the marketing cluster and the entire consumer-oriented field of occupations.

This youngster is getting some valuable "hands-on" experience with a sophisticated piece of shop machinery while also learning about various occupations in the manufacturing cluster.

Being a teacher is quite an attractive occupation for many youngsters, and this student seems excited as she pages through a brochure about teaching.

Letting students make their own bulletin boards about potential careers is a good way of learning about a wide variety of occupations.

mesa public schools

Comprehensive Career Education Model

Mesa Public Schools is one of six districts in the United States selected by the federal government to develop and test a Career Education model. In addition, Mesa is also one of the sites funded by Arizona Senate Bill 5 to develop a Career Education program.

Mesa has committed its total K-12 system to the development of Career Education. The primary aim of the program includes awareness of careers in the elementary grades, exploration of careers in the middle grades, and the preparation for careers in the high school. Time constraints are not rigidly attached to these objectives. The student is not tracked. He is permitted and encouraged to explore and to make his own career decisions.

The primary goal of Career Education is 100 percent student placement upon exit from high school – whether placement be in a four-year college program, non-baccalaureate program, or job entry. Career Education is intended to become the main strand, melding the disciplines for all students. The major strategy employed in Mesa has been founded on the premise to involve the largest number of people in the shortest amount of time with the least amount of disruption to normal activities. Teams have been established and are in operation to advise Career Education planning, search for existing Career Education units, plan new Career Education units and disseminate the over-all concept of Career Education.

Field testing of selected packages commenced during the early months of 1972, to provide the Career Education program with vital student involvement. A target date for total student involvement is the beginning of the 1972-73 school year. Field trips have included Sky Harbor Airport, city services, industrial facilities and agricultural sites – with more on the way. Classroom units have included community helpers, city services, fathers' occupations, and transportation.

Exploration in the middle grades includes a more in-depth study of industry, career units in social science classes, business practices, computer aid in math and other related subjects. Senior high school preparation is easily observed in the in-field cooperative education programs in agriculture, industrial, business, home economics and distributive areas.

A projected view of the Career Education program in Mesa can be summarized in activity and involvement. The future includes inservice training programs, greatly extended in-field activities for all students, field testing and installation of Career Education instructional packages, and a movement toward totality in Career Education for Mesa Public Schools.

This senior high school student is using a career information kit to investigate occupations which are of interest to him.

Learning how to prepare foods can be fun as well as educational . . . especially during school hours! This is just one of numerous occupations these students explored in the hospitality cluster of occupations.

This young student is standing behind a wooden chair she just finished making . . . and the pride is written all over her happy face.

Ambulance equipment and health careers was the topic of discussion for this class of elementary students.

pima county

Developmental Career Guidance Education Program

The Pima County Career Education project is a cooperative effort of 12 school districts designed to promote the development of Career Education and guidance in the classroom. The program focuses on 200 volunteer teachers representing 45 elementary, junior and senior high schools in Pima County. In their classrooms, the teachers are integrating into the existing curriculum: self-awareness and self-appraisal, respect for all members of the community, development of attitudes and skills necessary to become productive members of society, and occupational awareness.

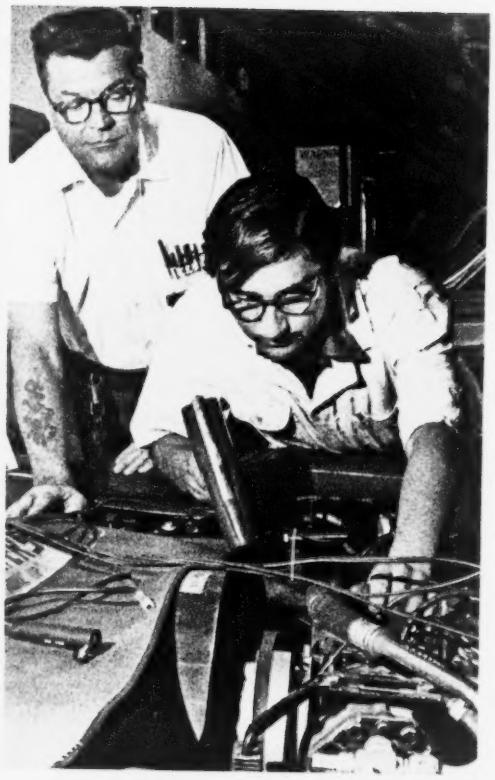
The 200 "focus" teachers keep weekly records of the activities integrated into daily classroom plans. Pre and post evaluation instruments have been designed and will be administered to students, teachers and parents. At the elementary level, a broader awareness and knowledge of workers, self-knowledge and a growth in personal independence are the anticipated results. Increased knowledge of educational opportunities, self-knowledge and an understanding of the relationship of one's abilities and interests with the directions selected for further development is expected at the junior high level. Senior high students are expected to proceed in a more knowledgeable manner as they prepare and plan for high school graduation and future employment opportunities.

County project personnel assist the 200 focus teachers in developing and utilizing methods, materials and resources. Activities occurring in the classrooms include resource speakers from various occupations, interest centers, student corporations, role-playing "interviews" and "work situations" plus decision-making games and activities that relate school to the real world of work. Students may also visit a worker for "a day on the job," observe workers through field trip experiences, or the worker may come to the classroom to teach a skill to the children. Classroom guidance techniques are used to enhance children's self-concepts, increase motivation for learning, and develop skills for interpersonal relationships.

Focus teachers will be attending workshops during the year to assist them in the implementation of Career Education. The guidelines for 1972-73 will then be developed by these 200 participants.

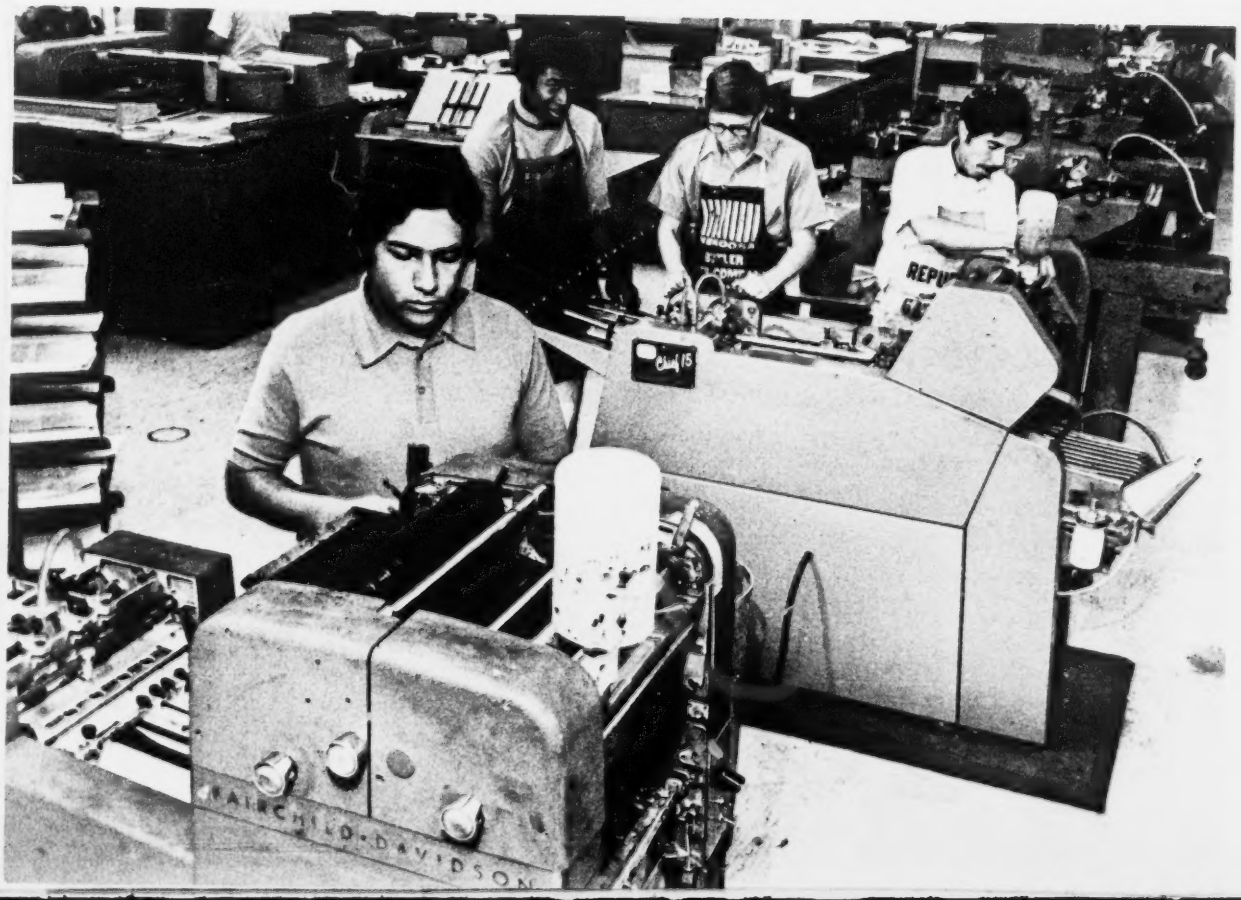
Efforts are being made to acquaint students, parents, educators and the general public with the concepts of Career Education and to stimulate a working relationship between the schools and the business community that is productive and mutually rewarding.

The Pima County project includes a parent education program to assist parents in understanding their role in the career development of children. Parents are also being encouraged to take an active part in continuing classroom activities.



This high school student is polishing up his automotive repair technique as part of the career preparation phase of Career Education.

A young student has her hair done as part of a cooperative effort to provide personal grooming concepts to students through the cooperation of the Cosmetology Program at the Area Vocational Center.



The offset printing program is a popular one and offers students an opportunity to investigate numerous career possibilities.

phoenix union high school district

Phoenix Career Education Council

The main objective of the Phoenix Union Career Education project is to provide a council that will coordinate the efforts of Career Education among the 13 elementary school districts in the Phoenix area that feed into the Phoenix Union High School District. In addition to the creation of this council, funding is also provided for a person to coordinate a Career Information Center. It is anticipated that a model will be developed that will determine the most effective way of disseminating career information to students and teachers alike. The results and recommendations of the Career Information Center are not expected until the end of the current fiscal year.

The Phoenix Career Education Council has met on a regular basis since the beginning of the current school year and has had an opportunity to visit the Area Vocational Center to gain some insight into career preparation programs in the Phoenix Union High School District. Several projects have been organized and are scheduled to take place this spring. One such activity is a Counselor Day at the Area Vocational Center in which the 13 elementary districts were invited to participate with many of their counselors and/or classroom teachers and administrators to see just what kind of programs are available to students in the Area Vocational Center. Developing out of this workshop it is planned that counselors in the elementary schools will arrange for tours of their students to the Center.

A coordinator for Career Information Services has also been working with several of our high schools and elementary districts with regards to the articulation of career information. This has been done most successfully on "career nights" and "career days" where information is provided to students on various career possibilities. The largest of these was a Career Fair, co-sponsored by the Phoenix Urban League and Phoenix Union High School. It was held on the PUHS campus for three days in early spring.

Another activity planned by the Phoenix Career Education Council was a workshop help for approximately 160-200 K-10 teachers. The workshop illustrated to the teachers some of the basic concepts of Career Education and how the teachers can develop their own package of a learning activity on careers which can be used in their classroom. This session was organized through the consultant services of Arizona State University.

It is planned that a system will be set up by which various Career Education proposals can be coordinated through the Phoenix Career Education Council, and that the council will function as an on-going facility for serving the needs of students from both the elementary and high school districts.

A class of 5th-graders went on a field trip recently to a local hamburger restaurant where each student was permitted to grill his own sandwich – basic "hands-on" experience. The store manager conducted a tour and explained the many career possibilities in the restaurant industry.

These youngsters visited a nearby printing plant where they observed occupations related to graphic arts and the communications media.

roosevelt district

A Comprehensive Career Education Program

The Career Education program of Roosevelt School District is designed to become an integral part of the existing curriculum. "Careers" is not being presented to the children as a separate discipline of study, but rather is incorporated into all phases of academic exploration.

Teachers are encouraged to make subject matter more meaningful to students by presenting it in a context relating to the world of work. Math will become more real if its abstract concepts are presented in conjunction with an application of math as it's used "on the job." For instance, children may understand fractions more easily if they can observe how they are utilized by a bricklayer making a wall.

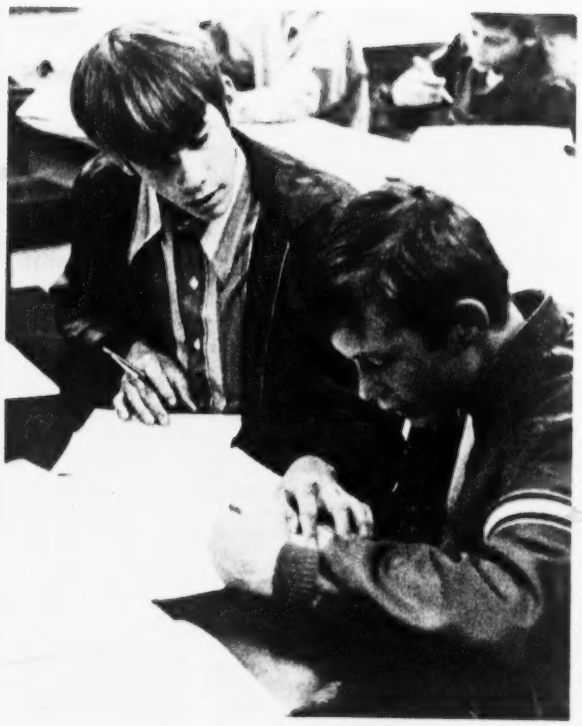
The student's needs and individual interests are explored and allowed to develop through positive experiences with active members of the world of work. If a student can interact with persons from many occupational endeavors, he may begin to view the world of work as alive and able to meet his particular needs.

Students, teachers and parents alike are discovering many new career and avocational opportunities. Approximately five field trips per day are completed in the Roosevelt District through the Career Education project. The variety of trips includes restaurants, fabric shops, airports, theaters, doctors' offices, power plants, construction sites, automobile dealers, fire stations and police academies.

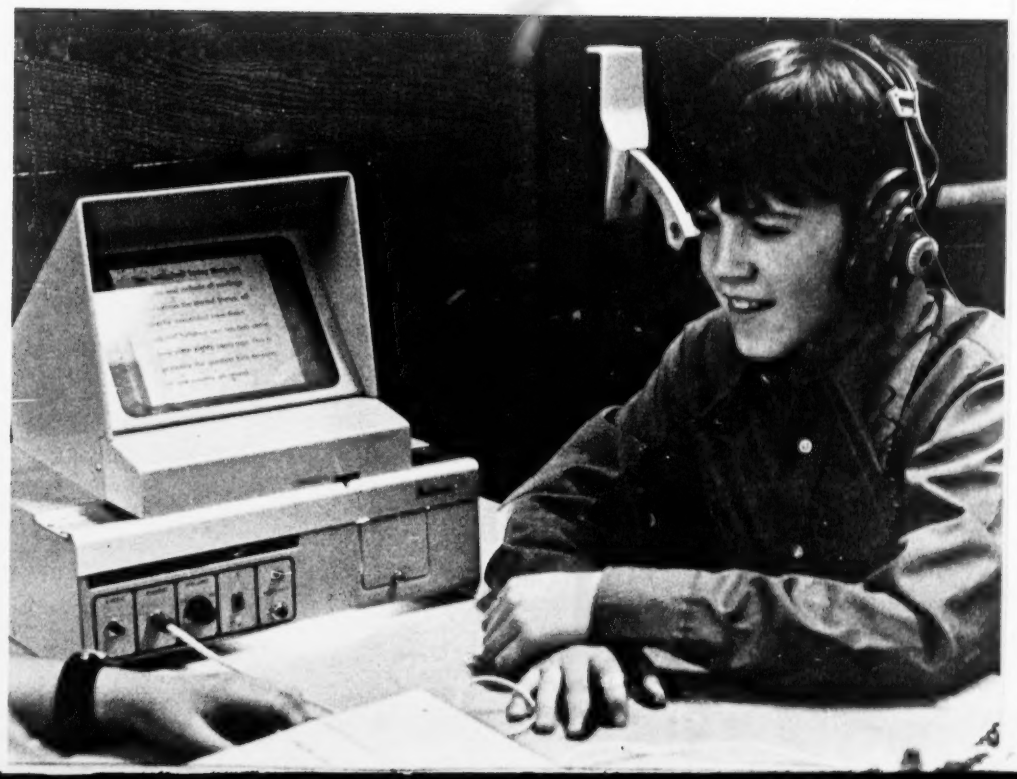
Through interaction with teachers, parents and members of the community, students develop a healthy concept of themselves and a positive attitude toward involvement in society. Students interact with parents, both at home and at school. Parents become part of the school experience by participating in the child's academic education. Students observe that interested people are coming into their classroom and/or inviting students to visit them on the job. Students feel a sense of worth and dignity when they are encouraged to participate in the working world.

The Career Education concept requires involvement and obtains commitment from all persons who may contribute to the meaningful learning experiences of children. Through pamphlets, news media, and personal contact with members of the school complex, community people and parents are asked to make commitments to children's learning experience. More than 11,000 circulars have been distributed requesting the involvement of parents at the local school level, and encouraging district-wide involvement. Many local businessmen and women have been involved in tours of their facilities, extensive classroom visitations, and small group "rap" sessions with children concerning the world of work.

Utilizing a "Tele-Lecture," these Tonto Elementary School students are undergoing "group exploration" of a particular career. This involves a two-way radio setup which allows the class to interview a worker on his job miles away.



These two students are learning about available jobs by examining the Arizona Employment Job Listing. They had just returned from a visit to the State Employment Service.



These Yavapai Elementary School youngsters are exploring an occupation by using a cassette recorder and color film strip. Many of these media kits are available in school libraries covering a wide variety of occupational areas.

scottsdale school district

Career Bound

The intention of the Scottsdale Career Education project is to work with teachers to help and encourage them to make careers a focal point of their curriculum. The teacher and Career Bound staff at each school develop curriculum as individual lessons and as broad scope units. Formal workshops for teachers and high school counselors are being conducted to further develop skills in career research and the presentation of career concepts, lessons and guidance. Each school is being equipped with a career information resource center. As the community is drawn into the project, a resource directory for speakers, field trips, and work exposure experience is being developed.

Every student is being encouraged to see himself as a unique individual. Interest surveys, achievement, interest, aptitude tests, and one-to-one counseling are used to help the student identify potential career areas. The aim is to have every student aware of himself and of the job market toward which he is moving so that he can have a fulfilling and successful occupational role. The student also needs information about labor market trends, educational alternatives, and realistic understandings of what workers actually do in their professions. Teachers are using on-site exposure, speakers, and classroom simulations to represent careers at all levels of society in an effort to promote this reality and to broaden the youngster's understanding of as many different types of jobs as possible. Through the process of making tentative career choices, the student will learn decision-making skills and learn to seek reliable information as he proceeds through the career choice process.

Specific activities in which staff have involved students include career clubs for in-depth exploration of stated or tested interests. These activities significantly broaden student career knowledge from one narrow job to a whole family of related jobs along with the varying duties, rewards, and skills required for all of the "relatives." A Bell Telephone Tele-Lecture is being used to put groups of students into direct contact with people on the job for straightforward comments from the worker. Hundreds of students each week circulate through their school's Career Education centers to examine current occupational information, interact in interest groups, and test their understandings out on a specialist in counseling and career information.

Many students are filling out questionnaires by interviewing parents and community people about their careers. The questions deal with whether or not the person likes what he does and is proud of his job. Human dignity demands that each person be allowed to do what he does best and makes him happy, and careers like that don't just happen – they are planned.

apache-navajo counties

Apache & Navajo Career Education Project

Apache and Navajo Counties are both sparsely populated areas with very few industries or large centers of population. Consequently, the students are not exposed to very many different types of careers. The Apache County School Administrators Association decided a program was necessary to bring about the needed changes in the schools in order to help students make intelligent, logical career choices.

The Apache-Navajo Career Education project has so far addressed five specific areas:

1. Career Testing and Evaluation.

2. A Multi-Media Library of Career Information available to teachers and counselors at all levels.

3. Improved exposure of students to the cluster concept of occupational careers.

4. County-wide teacher and counselor workshops to update and familiarize them with the Career Education concept and activities.

5. Provide a model in St. Johns where all students in grades 7 and 8 receive "hands-on" experience in five of the fifteen occupational clusters.

Approximately 3,000 high school students are being tested, using the Kuder E General Interest Survey, the Vocational Preference Inventory and the Student Opinion Survey. A workshop has been held exclusively for guidance counselors in the two counties. The workshop was devoted entirely to career counseling techniques and test interpretation.

A Library Advisory Committee has been formed, with each school in the two counties having representation on this committee. Materials for the Career Education library have been recommended from this group, some of which have already been purchased and used by the teachers and counselors. A complete catalog of this information is in the process of being organized and printed and is expected to reach a majority of the 22,000 students and 950 teachers in the area.

Additional county-wide workshops are being planned for the purpose of exposing all teachers, counselors and other school personnel to Career Education techniques. The pilot project in St. Johns has been progressing well. About 80 students are becoming involved with "hands-on" experience in the five selected occupational areas – which are: 1) Business and office occupations; 2) Construction occupations; 3) Hospitality and recreation occupations; 4) Consumer and homemaking occupations; and 5) Transportation occupations.

They are also exploring all occupations in the vicinity through field trips and various guest speakers.

greenlee county

Planned Learning On Work

Situated in the southeastern section of Arizona, Greenlee County is an isolated area with little industrial development outside of the copper mine. The three major communities – Duncan, Clifton and Morenci – provide some degree of diversity by offering ranching and farming, but the majority of the population is involved with the mining industry and its related services.

In order to provide the students of the county with some knowledge of other careers and to acquaint them with the requirements of other types of jobs, the five school districts have undertaken a county-wide Career Education project designed for the elementary level population. The main objective and goal of the Greenlee County project is to provide awareness of careers through the use of a media center maintained at the County School office. In setting up the center and prior to purchase, teachers are asked to preview the material being considered for a class. They are asked to note student reaction and then evaluate the material in terms of applicability, timeliness and use in the classroom situation to orient the students to the world of work.

In order to implement the project, a Career Education workshop was held, and a total of 100 teachers, counselors and administrators were presented the Career Education concept and a detailed explanation of the county project. Preview materials for use in the project were available for teacher perusal at the workshop, as well as a brochure explaining the county Career Education project.

All students in grades 3-8 were given a comprehensive questionnaire. The results have been converted onto computer cards and are made available to all districts in the county. In addition, students in grades 4 through 8 have been given an interest and aptitude test, the results of which have been retained by the individual schools and teachers for use as reference material.

Materials for the media center have been purchased or obtained and are now being utilized by all teachers in the county, regardless of grade level. It has seemed appropriate that the materials be made available to all teachers, rather than restricting the career information to just elementary teachers.

The project will hopefully involve the local community by having guest speakers come into the classrooms to discuss their respective jobs. Also, the students will take field trips to the various businesses in the community in order to get first-hand information about the duties and requirements involved for the careers available in Greenlee County.

mohave county

Career Education Effort — Mohave County

The Career Education staff of Mohave County is complementing the present career curriculum offerings at all grade levels by offering assistance and career information materials relative to helping a student in determining realistic career goals.

A primary objective of the project is to provide students with the opportunity to become aware of the numerous careers that are available, and to give youth the opportunity in a broad exploration of the world of work. This will enable students to make a more valid career decision at the appropriate time.

In order to accomplish this, an intensified career testing and counseling program is being carried out in the high schools. In addition, there is a traveling Career Information Resource Center which provides current reference material for various occupations, especially in Mohave County. A computerized tele-typewriter in conjunction with Interactive Learning System provides students with immediate, up-to-date career information. A survey instrument is administered to students in grades K-12 in an attempt to provide teachers with a starting point for integrating Career Education into the existing curriculum. Community involvement is accomplished through the use of resource people who come to the classroom to talk about their occupations. "Hands-on" experiences will be provided by field trips to various businesses in the county. This gives students an opportunity to see how people really earn their living in the world of work. A post test will be given to evaluate the effect on student behavior resulting from implementation of the Career Education program.

A Career Knowledge Survey Instrument has been devised for the various grade levels – K-3, 4-5, 6-7, 8, 9-12. Results of this survey will determine a base line and will also reflect curriculum needs and student understanding toward career planning.

The mobile Career Information Resource Center brings career information to the various outlying schools. A 30-foot trailer unit is equipped with all possible reference material relating to careers in the 5 selected occupational cluster areas: business and office; health; hospitality and recreation; construction; and agriculture business and natural resources. Curriculum revision is being carried on in conjunction with District #4 Elementary Administrators.

Field trips and para-professional visits are arranged with local business leaders in Kingman, Mohave Valley and Bullhead City areas. Duval Mine has arranged for a 2-hour tour of their operation, and Citizens Utilities has offered both field trips to their facilities plus para-professionals from each of their divisions to visit various classrooms.

santa cruz county

K-12 Career Education Program

The Santa Cruz Career Education project was funded to implement Career Education in eleven school districts serving approximately 5,900 students. These districts are located in Santa Cruz County and the southern half of Pima County.

The project focus is on the development of career awareness, positive attitudes toward the world of work, knowledge of the various occupational clusters, information concerning a wide range of alternative career selections and on-the-job experiences through simulation and actual work experience. The broad objectives of the Santa Cruz project are:

1. To provide the impetus to create career awareness for participating schools, teachers and students.

2. To provide for broad career exploration for at least 50 percent of the students in grades 7 and 8.

3. To provide in-depth career exploration for at least 50 percent of students in grades 9 and 10.

4. To provide for career preparation for at least 50 percent of the students in grades 11 and 12.

These objectives are being accomplished through various means, including teacher workshops, utilization of teacher and student directed materials, guest speakers in the classrooms, career-related field trips, college seminars on Career Education, and consultant services for teachers.

One of the major workshop activities so far has been the development by teachers and consultants of student-directed units to be used in classroom-oriented activities. The units are to be written, refined, implemented, evaluated and rewritten according to evaluation results. Completed units will then be circulated to teachers interested in a similar program. The Career Education project office will serve as a media and resource center for the development and implementation of career units.

Samples of current activities within the project involve, for example, the government classes at Nogales High School, where students are participating in a unique experience in which they work in a variety of local government offices for at least three days during the six-week unit of instruction. Fifth-graders at Tubac Elementary School have been acquainted with several occupations through career-oriented field trips to the main library, the central fire station and a hamburger restaurant. Students were acquainted with the many occupations involved at each of these visits by many demonstrations and "hands-on" experience.

Jack Williams
Governor of Arizona

"...(career education) may be the truly great revolution of american education in the immediate years ahead..."